

Nathaniel Tucker

ANNUAL REPORT

1863-64

OF THE

SCHOOL COMMITTEE

OF THE

TOWN OF CANTON,

FOR THE YEAR ENDING APRIL 4, 1864.



BOSTON:

WILLIAM BENSE, PRINTER, 8 CONGRESS SQUARE.

1864.

1881-1882

ANNUAL REPORT

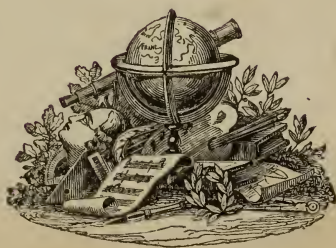
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REPORT.

THE Committee was duly organized by the election of EZEKIEL CAPEN, Chairman, and SAMUEL B. NOYES, Secretary.

In accordance with the vote of the Town, Samuel B. Noyes was re-elected Superintendent of the Public Schools, and has performed the duties of that office.

There have been no changes in text books, and but few changes of teachers have been made.

The schools have been visited monthly and in some instances oftener, by the Superintendent and by other members of the Committee, and have been publicly examined twice during the year. The records, kept by the teachers, show that the schools have been visited by a greater number of parents and friends than usual.

The whole amount of money raised by the town for the support of the Public Schools, was \$3,200.00

Add Interest of State School Fund, 144.32

Total, \$3,344.32

Which was appropriated as follows, viz :

	Teaching.	Fuel and care of school-rooms.
To District No. 1, - - -	\$264.00	\$41.25
" " " 2, - - -	232.00	33.97
" " " 3, - - -	1,099.50	255.50
" " " 4, - - -	196.00	31.20
" " " 5, - - -	264.00	35.25
" " " 6, - - -	458.00	57.24
" " " 7, - - -	376.00	54.72
Total,	\$2,889.50	\$509.13
Exceeded appropriation, \$54.31.		

The whole number of persons in the town, between the ages of five and fifteen, on the first day of May, 1863, as certified to us by the assessors, was 699, being a decrease of five over last year.

The whole number of pupils of all ages who have attended the schools during the year, has been, in summer, 686, being a decrease of 43 from last year, and in winter, 657, being a decrease of 16 from last year. The aggregate average attendance has been, in summer, 511, being a decrease of 56 from last year, and in winter, 497, being a decrease of 13 from last year.

There have been fourteen schools and seventeen different teachers.

DISTRICT No. I.

TEACHER, MR. WILLIAM HASKELL.

We have heretofore spoken of the ability and tact manifested by this teacher in the management of a mixed school, comprising pupils of all ages, and of all degrees of attainment, during the three consecutive years while he taught the school in District No. 2. During the past year he has been very successful. The most perfect harmony has existed between him and his charge, and punctuality, diligence and improvement have been the natural results. At the beginning of the year the school was in need of a rather more thorough teacher of the art of reading, who was found in Mr. Haskell. His method of teaching and enforcing the sounds of the vowels, and the articulation of the consonants, and his thorough mode of teaching spelling deserve to be especially noticed. Steady and wholesome progress was made in arithmetic, and in all the studies pursued. Several compositions read at the closing examination gave evidence of industry in that direction, while the gymnastic performances and fine singing of the entire school gave unusual interest to the exercises. In teaching children to sing, Mr. Haskell has a cultivated taste and the advantage of being a good performer. We can but hope that his services may be retained in this school. Fifty-three pupils were present at the closing examination, and forty-nine visitors.

DISTRICT No. II.

TEACHER, MISS SUSAN FOLLANSBEE.

This school has been small during the entire year, and the attendance too irregular,—the average being but eighteen in summer, and thirty in the winter.

Miss Follansbee is an accomplished and assiduous teacher, seeming to secure with ease the love and obedience of her pupils. The school had been left in good condition by Mr. Haskell, who preceded her, and the twenty-one pupils who were present at the closing examination, gave evidence that she had builded well upon the foundation that had been so securely laid. While the good reading of the school was noticeable, we particularly commended a class of five boys of the average age of eight years, for their remarkable excellence in this department. And why not? For, while some things may be learned at mature age, good readers must be early trained. They may acquire a knowledge of the exact sciences, of figures, of the grammatical construction of language, of the geography of the earth, and of its history, but unless they are trained and taught in the beginning, to read well, they will go limping and stumbling on through life. How few good readers there are in the world! And yet every body has, or may have, occasion to read for the instruction or entertainment of others. And all delight to listen to a good reader. And we venture here to suggest to parents the adoption of the practice of encouraging and requiring their children to read aloud at home, thus supplementing the efforts of their teachers. And here also, we may in passing say, that a teacher who is a good reader rarely fails to teach, not only the art of reading well, but also all other things carefully and well.

DISTRICT No. III.

FOURTH PRIMARY DEPARTMENT.

TEACHER, MISS SARAH A. EVERETT.

Another school was added in this District with the com-

mencement of the year, and placed under the tuition of Miss Everett. The average attendance was above fifty, but it did not seem worth while to remove the surplus to the other schools. This teacher has the requisite qualifications for a successful primary school teacher,—Patience, diligence, tact, a gentle voice, and has performed her most difficult task well. And this is no faint praise. For, as we have so often said, it is no child's play to interest and teach a school like this. We predict for her a prosperous future. Forty-three pupils were present at the closing examination.

THIRD PRIMARY DEPARTMENT.

TEACHER, MISS MARIA Q. ADAMS.

SECOND PRIMARY DEPARTMENT.

TEACHER, MISS ABBY J. CURTIS.

FIRST PRIMARY DEPARTMENT.

TEACHER, MISS CHARLOTTE E. BENSE.

INTERMEDIATE DEPARTMENT.

TEACHER, MISS HELEN J. PORTER.

Of these teachers we have heretofore spoken very fully. It is enough to say that they have gone on diligently with their responsible duties, improving. So complete seemed to be their control of their pupils, that we felt like saying to them all what first occurred to us in Miss Bense's school, that, one would think she carried her pupils home at night and brought them back in the morning in a band-box.

GRAMMAR DEPARTMENT.

TEACHER MR. FREDERIC ENDICOTT.

The complete satisfaction which the results of this teacher's zeal and industry have afforded us during the past year cannot be expressed without our appearing enthusiastic. Yet when we speak of this school we feel a glow of delight which we

know is shared by many, and most of all by those who enjoyed with us the exercises of the closing examination. The full benefit of the system of gradation was realized. Having been carefully and thoroughly grounded in the schools below, the pupils were classified and ready for a master's hand. And who that witnessed the performances of his pupils on slate, and on black-board, and heard their intelligent, their ready and correct responses to all questions which we propounded, could fail to recognize a master's hand.

We have rarely met with a teacher who could so readily impart what he himself contained, or who could more readily draw out what was in his pupil. And this power comes from the clearness of the teacher's perception. Who cares for what a man thinks he thinks. It is by what he does, that we estimate him. And, when we find a teacher who is not satisfied with his pupils until he knows that they know the why and the wherefore, who insists upon a reason for every result, we know that the subject is clear in his own mind and in the mind of his pupil. Such men we call clear headed. Such men, and such only, are fit to be teachers of others. For they alone can see when the mind to be acted upon has received the idea they would impart.

"You talked an hour" said a successful client to Lord Eldon, when that famous judge was an advocate at the Bar, "you talked an hour to the jury and you said one and the same thing over and over again." "I know I did," was the reply, "for I saw that there was one man on the panel who did'nt get my idea, and when I saw that he did I stopped."

The reason why so many teachers fail in imparting instruction is simply because they cannot see when their pupils have got their idea.

Line upon line, line upon line, precept upon precept, is the true rule, and in these schools has been the rule of the teachers.

The Grammar school ought to be put back into the large room. The room now occupied is on the shady, cold, smoky side of the building and is the very worst school-room in town. Why that commodious, pleasant room, with two entrances, is suffered to remain unoccupied we are at a loss to know.

DISTRICT No. IV.

TEACHER, MISS EMMA F. JONES.

This school has been smaller than usual during the whole of the year. The whole number of pupils having been but twenty-three. The average attendance in winter, seventeen. Fifteen were present at the closing examination. This was the teacher's first effort. Her success was complete. Energetic, enterprising, of remarkable executive ability, she entered zealously upon her duties with the readiness of an experienced teacher. Her instruction was thorough and the improvement of her pupils highly satisfactory. The writing books received and merited the commendation of the visitors at the closing examination.

DISTRICT No. V.

TEACHERS,—*Summer Term*.—MISS ELLEN E. EATON.*Winter Term*.—MR. THATCHER N. SNOW.

This interesting school has enjoyed the labors of faithful teachers. But it seems destined to feel the blight of some distemper each year. At several visits we were pained to see whole rows of chairs empty; and at the closing examination but twenty-two pupils were present. The average attendance was so low that it well might have discouraged the teacher. Otherwise the school has been prosperous. But the attendance of visitors, as it was at every other examination, was unusually large. This we regarded with great satisfaction. The children have all seemed to look forward to these days with an eager desire to please and to do honor to their teachers. The exercises of this school were agreeably diversified by declamations, dialogues, and singing.

DISTRICT No. VI.

PRIMARY DEPARTMENT.

TEACHER, MISS E. F. FAUNCE.

This has approximated to our ideal of a primary school, constantly increasing in diligence and developing new beauties. The enthusiastic devotion of the pupils to their teacher was shown by their prompt attendance, their perfect obedience, and the alacrity with which they entered into their calisthenic exercises. Reading, spelling, mental arithmetic, geography and penmanship were thoroughly taught here. What more need be said.

GRAMMAR DEPARTMENT.

TEACHERS, MR. JER'H EARLE AND MR. JOSEPH T. WARD.

This school has been under the tuition of good teachers. Mr. Earle had been highly successful in a neighboring town, and soon raised the standard of the school. It was pleasant to witness the deportment, the accuracy and intelligence of recitation, and to feel, as it were, the sympathy that here existed between teacher and pupil. Great attention was paid to penmanship and wholesome emulation was excited in this department. Mr. Earle left the school in October having enlisted in the military service of the United States.

Mr. Joseph T. Ward who succeeded him had been well trained to teach in the High School, in Dorchester, and had superadded to that the severer discipline of military life, having been a member of the 45th Regt. Mass. Volunteers. In his method we saw the benefit of exactness in everything. Adopting the methods of the schools in which he had been trained, and applying them to pupils already prepared to accept them, they manifested at the end of the year, a knowledge of arithmetic and English grammar which excited our admiration, almost our astonishment. We find some difficulty in enforcing thorough elementary teaching. Some teachers are anxious

that their pupils shall advance rapidly, particularly in arithmetic, and we have frequently found such pupils sadly deficient in vulgar and decimal fractions and even in numeration. The connecting links of the grammar or arithmetic begin at the title page and run through the book, and nothing can be omitted with impunity.

Whichever link you strike,
Tenth or ten thousandth breaks the chain alike.

And we found in Mr. Ward, as we had in Mr. Endicott, one who understood this, and that, rightly and successfully to teach these sciences, nothing must be omitted, and nothing passed, until perfectly mastered. He kept a daily record of deportment which was read at the closing examination.

DISTRICT No. 7.

PRIMARY DEPARTMENT.

TEACHER, MISS ABBY J. ELLIS.

Thirty-two pupils were present at the closing examination of the school, who, having for another year enjoyed the tuition of this faithful, and most accomplished teacher, gave, by their prompt recitations, their correct spelling, intelligent reading, sweet singing and other exercises, evidence that they had improved their time, and delight to the numerous visitors.

GRAMMAR DEPARTMENT.

Summer Term.—MISS CLARA A. GRUSH.

This school which presented twenty-two pupils at Mr. Alger's closing examination last spring, was reduced to eleven under the tuition of Miss Grush, of an average age slightly above ten years. The management and instruction in this school did not suit us. And this we must, in justice to ourselves say, was not wholly unexpected. But what could we do. The candidate was insisted upon by the Prudential committee and was able to pass a searching examination. The school went so far behind what it had been that we were compelled to assert our prerogative and insist on a change of teachers.

The winter term was taught by MR. ELIJAH ALLEN, who was diligent and conscientious in the discharge of his duties and who had the confidence of his pupils, twenty-five of whom were present at the closing examination. Still the progress made fell short of what we expected. If this school can have the instruction of a first rate teacher it will no doubt soon assume its former high standing. And such a teacher, the Prudential committee for the current year assures us, shall be secured. There are children of great promise here and they will show what is in them when the right teacher comes.

"Paint me as I am," was Cromwell's advice to the artist. Yet artists do not see us as we see ourselves. They study every lineament of our countenances, the flitting, evervarying shade of expression, and seize upon and transfer to the canvass what best pleases them. They cannot give beauty and grace where they do not exhibit. But they can tone down and soften deformities, they can avoid exaggeration of defects, they can give the brilliant sparkle in the eye, the speaking smile upon the lips.

So we have spoken of the schools as they have seemed to us, not only when they have sat for their pictures, prim and dressed in holiday attire, but as we have seen them month by month throughout the year.

While you have been busy on your farms, in your warehouses, and workshops, these teachers have daily been moulding and developing the intellect, and the character of your children in the school-houses. But not alone in the school-room are children educated. At home, in the street, at church, they get various and other teaching. Blessed is that community where all these influences are rightly exerted.

HIGH SCHOOL.

From the Report of the Secretary of the Massachusetts Board of Education for the current year, we learn that this town is one required by law to maintain a High School of the second grade. The number of families in town being 643,—the

statutes requiring towns having over 500 families, but less than 4000 inhabitants, to maintain a school for the benefit of all the inhabitants, ten months at least in each year, to be kept by a master of competent ability and good morals, who, in addition to the branches required in the common school, shall give instruction in general history, book-keeping, surveying, geometry, natural philosophy, chemistry, botany, the civil polity of this Commonwealth and of the United States, and the Latin language.

We do not propose to argue this subject or to urge upon the town the necessity of a compliance with the law. That there is a need for such a school is apparent from the fact that a large number of pupils, of both sexes, are sent out of town to schools where they can enjoy instruction in the branches prescribed to be taught in the High school. Assuming \$1200. as the annual cost of such a school, the increase on the rate of taxation on the valuation of \$2,015,398. will fall short of five-tenths of one mill. As nearly as we have been able to ascertain, we estimate that there has been paid for tuition, board and travel of those who during the past year have attended schools out of town, private schools, in town, a much larger sum than it would cost to sustain a High school.

We commend the subject to your consideration, and ask your attention to the remarks of the Secretary in his Report, 1864, pp. 50. He says:—

“After an experience of two and a quarter centuries, the importance of this class of schools need not be argued. It is gratifying to read, in the annual reports of those towns where they are maintained, the uniformly high testimony in favor of their beneficent influence upon all the important interests of the town. The fact that they furnish to the young of the poorest classes the opportunity of fitting themselves for higher courses of classical and professional education, as well as for a successful prosecution of any honorable pursuit on which they may choose to enter, and thus powerfully aid in removing all distinction between the children of the rich and the poor, and in often developing talents of the highest order which other-

wise would never have been cultivated, and so give practical power to our free institutions, as well as a beautiful exemplification of them, must of itself commend these schools to the highest place in the public estimation.

When, moreover, it is remembered that a High school, generously and wisely supported, not only offers an education of high order to all the youth, but also, as universal experience testifies, elevates the standard of general intelligence, and of public and private morality in the town, and acts as a powerful stimulus upon the children in the schools of a lower grade, thus raising these schools to a higher plane of excellence, it is difficult to find fitting language to give full expression to our sense of their value and of the wisdom of the law which require the towns to "set up" and maintain them. Nor can we withhold surprise and regret that any towns, in the Commonwealth, should be found, having the requisite population and wealth, which refuse or neglect to avail themselves of one of the highest instrumentalities of public prosperity."

FOR THE COMMITTEE,

SAMUEL B. NOYES.

PRUDENTIAL COMMITTEE.		DISTRICTS.		Whole No. of Pupils.		Average Attendance		Over 15	Under 5		No. between 15, May 1, 1863.	Length of School in Weeks.		Total of Weeks.	No. of Teachers.	Wages per week, including board.		Amount of Money Paid for Teaching.
						Summer.	Winter.		Summer.	Winter.		Summer.	Winter.					
JAMES DRAPER, . . .	Mx'd	1	51	61	35	42	0	3	6	2	50	20	16	36	1	\$6.00	\$9.00	\$264.00
ADAM MCINTOSH, . .	Mx'd	2	42	38	18	30	0	6	2	0	29	20	16	36	1	6.00	7.00	232.00
RUFUS C. WOOD, . .	4 Pr.	3	82	68	66	54	0	0	2	0	365	21	14	35	1	3.50	3.50	122.50
" " " " " " " "	"	3	65	51	48	37	0	0	0	0	0	20	14	34	1	4.00	4.00	136.00
" " " " " " " "	2 Pr.	3	58	57	43	39	0	1	0	0	0	22	14	36	1	4.50	4.50	162.00
" " " " " " " "	"	3	52	50	43	36	0	0	0	0	0	22	14	36	1	5.00	5.00	180.00
" " " " " " " "	Int.	3	55	53	43	42	0	0	0	0	0	22	13	35	1	5.00	5.00	175.00
" " " " " " " "	Gr.	3	53	51	36	38	3	2	0	0	30	20	16	36	1	9.00	9.00	324.00
HIRAM JONES, . . .	Mx'd	4	22	23	15	17	0	1	2	0	0	20	16	36	1	5.00	6.00	196.00
REUBEN A. CONNOR, .	Mx'd	5	52	49	44	36	4	6	1	0	61	19	15	34	1	6.00	10.00	264.00
JOS. W. WATLES, . .	Pr.	6	48	40	40	39	0	0	2	2	95	20	16	36	1	4.00	4.00	144.00
" " " " " " " "	Gr.	6	42	43	30	33	0	4	0	0	0	20	16	36	1	8.50	9.00	314.00
AUGUSTUS P. MELZAR.	Pr.	7	46	43	37	31	0	0	0	0	69	20	14	34	1	4.00	4.00	136.00
" " " " " " " "	"	7	15	30	13	23	0	5	0	0	0	20	14	34	1	5.00	10.00	240.00
TOTAL, . . .		14	686	657	511	497	7	28	15	4	639	288	206	494	14	\$75.50	\$90.00	\$2889.50

SCHOOL COMMITTEE.

1864-5.

FOR ONE YEAR.	{	GEORGE F. SUMNER, SAMUEL B. NOYES,— <i>Sec'y and Superintendent.</i> JESSE FENNO.
FOR TWO YEARS.	{	FRANKLIN REED. JOSEPH W. WATTLES. WILLIAM BLACKMAN.
FOR THREE YEARS.	{	EZEKIEL CAPEN,— <i>Chairman.</i> J. MASON EVERETT. ISAAC HORTON.

LIST OF TEXT BOOKS

Prescribed by the School Committee to be used in the
Schools of Canton.

READERS.—New Testament, Hillard's Readers.

SPELLERS.—Swan's Spellers, and Worcester's Dictionary.

ENGLISH GRAMMAR.—Weld's Tower's First Lessons, and Weld's Parsing Book.

ARITHMETIC.—Emerson's First Part, Colburn's Mental, and Greenleaf's Introduction and National.

GEOGRAPHY.—Cornell's Series, and Warren's Physical Geography.

PENMANSHIP.—Payson, Dutton & Scribner's.

HISTORY.—Parley's, Goodrich's United States, and Worcester's General History.

MATHEMATICS.—Sherwin's Algebra and Davies' Geometry.

PHYSIOLOGY.—Cutter's Physiology and Hygiene.

BOOK-KEEPING.—Hanaford and Payson's.

SINGING BOOKS.—Song Book of the School Room and Golden Wreath.

The books are procured under the direction of the Committee and can be found at
CAPEN'S.

